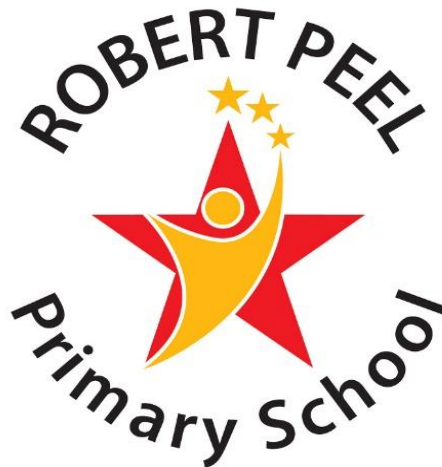


Robert Peel Primary School

Accessibility Plan



Date policy last reviewed: April 2023

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Contents:

Statement of Intent

1. Legal Framework
2. Roles & Responsibilities
3. The Accessibility Review
4. The School's Existing Provision
5. Planning Duty 1: Participation and Access to the Curriculum
6. Planning Duty 2: Physical Environment
7. Planning Duty 3: Information
8. Monitoring & Review

Statement of Intent

This plan outlines how Robert Peel Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Promoting Positive Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles & Responsibilities

The Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Governing Body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO and SEND Manager will be responsible for:

- Working closely with the Headteacher and Governing Body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Pupils will be responsible for:

- Learning to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities,
 - visualising what it might feel like to be disabled,
 - supporting and interacting with disabled people and
 - empathising.
- Supporting the school's Golden Rules and guidance necessary to that everyone is treated with respect.

3. The Accessibility Review

The Headteacher, SENDCO and SEND Manager will undertake an accessibility review. The review will cover the following three areas:

- **Access to the curriculum** – the review will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the review will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the review will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the review we will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the review will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. The School's Existing Provision

Robert Peel is committed to providing an environment in which pupils with a disability have access to all areas of learning.

The school's buildings are well designed to meet the needs of people with disabilities:

- Only two classrooms in the Lodge need to be accessed up a few small steps. All other areas of the school are on ground level,
- All classroom entrances allow for wheelchair access,
- Toilet facilities for people with a disability are available throughout the school,
- An almost fully carpeted environment, reducing noise pollution for pupils with hearing impairment,
- All classrooms have interactive whiteboards facilitating a wide range of learning styles and background colours can be adapted to support learners,
- The hall has a floor area of sufficient size to ensure that any disabled pupil accessing PE in their wheelchairs will be able to safely join in the planned class activities,
- A flat and open school yard promoting the use of the outdoor environment by pupils with mobility difficulties which has recently been re-surfaced,
- Classroom lighting which meets legal requirements for the appropriate lumens levels.

The school's curriculum and provision is well designed to meet the needs of people with disabilities. This is achieved by:

- School staff will continue to receive training in making the curriculum accessible to all pupils,
- The school will continue to seek and follow the advice of the Local Authority, e.g. specialist teacher advisers and SEND inspectors/advisors, and of appropriate health professionals,
- The school will continue to make sure that pupils with a disability are not treated less favourably and teachers will continue to modify teaching as appropriate for pupils with disabilities, in accordance with its SEND and Inclusion Policies. A child with a disability does not automatically have an educational need,
- The school will continue to recognise and value parents' knowledge of their child's disability and its effect on day-to-day activities and make sure this is taken into account when a child begins school.

5. Planning Duty 1: Participation and Access to the Curriculum

Aim	Current Good Practice	Strategy/Action	Staff Lead & Timeframe	Success Criteria
<p>Maintain access to the full curriculum and learning opportunities.</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include diverse examples of people • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • All Class Teachers are aware of the learning needs and disabilities of children in their class and provision is identified and implemented through Class Provision Sheets • Each class have a range of staff who are well trained to provide high quality provision and care for all children with specific focus on children with learning needs or a disability • Staff are highly trained and this knowledge is updated regularly • Every class have a range of resources to support learners • Clubs and trips are open to all children and run by school staff who know the children. Additional staff attend to support learners with an identified need or disability and adjustments are made to enable all children to have a positive experience. • SEND Support Plans are in place and reviewed regularly • A vast range of external professionals are involved with the school and support the work of teachers • Interventions are in place which focus on children's academic, emotional and physical needs • Additional staff and provision at lunchtime to support ASD children. • Continue specific speech and language programs and interventions 	<p>To maintain current good practice in place.</p> <p>To review all trips and ensure staffing levels and expertise remain high.</p> <p>To continue to keep staffs knowledge and expertise current with regular training, including supporting children with medical needs</p> <p>To maintain levels of resources in each class.</p> <p>To continue to review SEND Support Plans and engage actively with external professionals.</p> <p>To continue to adapt the provision in class to meet every child's needs and ensure they are an independent and successful learner.</p> <p>To continue to implement strategies like Stormbreak to support children's emotional wellbeing.</p> <p>To continue to keep under review Provisions Maps and Classrooms Provisions.</p> <p>To continue to have additional provision in place at break and lunch time with a range of activities on offer to support children with ASD.</p> <p>To have a range of resources in place for learners to use, like: word maps, pencil grips, wobble cushions etc</p> <p>To adapt resources for children with fine and gross motor difficulties and provision for children to complete their OT programme at school.</p>	<p>Ongoing and under constant review</p> <p>SEND Manager</p> <p>SENDCo</p> <p>Class Teachers</p>	<p>Full access for all children regardless of their disability or learning need to the whole school curriculum and all trips, clubs and experiences. Adaptions will be made to ensure full access for all.</p> <p>Measurable Provision Maps and short term SEND Support Plan targets are in place and are reviewed termly.</p> <p>Provision in class is of a high quality and every child can access their learning with success.</p> <p>Every child is educated with their class in their classroom.</p> <p>Interventions are used effectively to support specific areas of learning or development.</p> <p>Staff knowledge and expertise remains up to date with effective training in place.</p> <p>Quality of teaching and learning and provision has a positive impact on children's learning and well-being.</p> <p>Children's emotional well-being is monitored and teaching supports this.</p> <p>Homework clubs in place to support learners.</p> <p>External professionals work with the school is productive and purposeful.</p>

6. Planning Duty 2: Physical Environment

Aim	Current Good Practice	Strategy/Action	Staff Lead & Timeframe	Success Criteria
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> Single storey building Ramps into classrooms from outside Corridors are wide Disabled parking bay Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Moveable ramps available to ensure access into the Log Cabin and outside Forest School shelter 	<p>Keep under review access to the building and classrooms. This will be kept under review and actions taken if required.</p> <p>Consider way in which the swimming pool may be made more accessible to disabled learners.</p> <p>To maintain practice to highlight hazards for visually impaired children.</p>	<p>Ongoing</p> <p>SEND Manager</p> <p>SENDCo</p> <p>Headteacher</p>	<p>School will be fully accessible for wheelchair users and those children with mobility issues.</p> <p>Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.</p> <p>People with disabilities can move safely around the School both internally and externally.</p>

7. Planning Duty 3: Information

Aim	Current Good Practice	Strategy/Action	Staff Lead & Timeframe	Success Criteria
Maintain availability of written materials in alternative formats.	<ul style="list-style-type: none"> Information provided through newsletters and online. Parents are provided with translated documents if required. Enlarged print can be made available in print Staff speak to parents about information shared in written format 	<p>Continue current practise</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>Ongoing</p> <p>SEND Manager</p> <p>SENDCo</p> <p>Class Teachers</p> <p>Office Staff</p> <p>Headteacher</p>	<p>Successful delivery of information to pupils and parents/carers.</p> <p>All parent/carers will be up to date and well informed of school information</p>

8. Monitoring and review

This plan will be reviewed on a three year basis by the Governing Body and Headteacher.